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| KINDERGARTEN | | | |
| **Standard: Counting and Cardinality (CC)** | Kathy Richardson Assessing Math Concepts | Aimsweb | Thompson Kindergarten Diagnostic |
| **Count to tell the number of objects**  •Understand the relationship between numbers and quantities, connect counting to cardinality. •When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.  •Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. •Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.  Counting and producing sets of a given size. | **Assessment 1: Counting Objects**  Task 1: Counting a Pile  Task 2: Making a Pile | Oral Counting  Missing Number | Beginning of Year Assessment  Mid Year Assessment  End of Year Assessment |
| **Understand one more**  •Understand that each successive number name refers to a quantity that is one larger. | Task 3: One More/One Less (in sequence)  Task 4: One More/One Less (not in sequence) |  |  |
| **Know number names and the count sequence** (to 20) **Write numbers** from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). | **Assessing at Work Task:**  Counting Collections | Number Identification  Missing Number |  |
| **Count on**  Count forward beginning from a given number within the known sequence (instead of having to begin at 1). | **Assessment 2: Changing Numbers** | Oral Counting |  |
| **Compare numbers**  Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g. by using matching and counting strategies.  Compare two numbers between 1 and 10 presented as written numerals. | **Assessment 3: More/Less Trains** | Quantity Discrimination | Beginning of Year Assessment |
| **Know number names and the count sequence (to 100)**  Count to 100 by tens | **Assessment 1: Counting Objects** Ext. One More/One Less to 100 |  |  |
| **KINDERGARTEN (CONTINUED)**  **Standard: OPERATIONS AND ALGEBRAIC THINKING (OA)** | Kathy Richardson Assessing Math Concepts | AimsWeb | Thompson Kindergarten Diagnostic |
| **Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from**  Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.  Solve addition and subtraction word problems, and add and subtract within 10, e.g. by using objects or drawings to represent the problem. | **DNC: Chapter 2: Chapter 1**  Guide to Observation p.3 |  | End of Year Assessment |
| **Compose and decompose numbers**  Quickly recognize the cardinalities of small sets of objects (summary).  Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation, (e.g. 5=2+3 and 5=4+1). | **Assessment 4: Number Arrangements** |  |  |
| Fluently add and subtract within 5. | **Assessment 5: Combination Trains**  **Assessment 6: Hiding Assessment** |  |  |
| **Standard: NUMBER AND OPERATIONS IN BASE TEN (NBT)** |  |  |  |
| **Work with numbers from 11-19 to gain foundations for place value**  Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as 18=10+8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. | **Assessment 7: Ten Frames** |  |  |
| **Standard: GEOMETRY (G)** |  |  | Mid Year Assessment  End of Year Assessment |
| **Other Data Collected** |  |  | Mid Year Assessment  (Patterning)  End of Year Assessment (Patterning) |